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ABSTRACT

Learning materials presented in this teacher's guide were designed to develop attitudes, skills, and values in junior high school students which relate to the rights, responsibilities, and privileges of a citizen. Instructional concepts and strategies are presented in the following units: Citizenship, juveniles and the law, law in society, political behavior, political process, effecting/coping with change, propaganda techniques, TV as a molder of values, citizenship and sports, careers and citizenship, and coping with job responsibilities. Each section contains (as applicable) an introduction, stated objectives, instructional materials needed, instructional activities, evaluation activities, followup activities, optional activities, suggested references, and handouts. (TA)

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CE 009 994

A GUIDE FOR CITIZENSHIP

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FOREWARD

The following publication represents a dedicated effort by selected Maine teachers to produce instructional material addressed to several critical problems. For many youth the transition from adolescence to adulthood is often blurred and ill-defined. What are citizenship roles that lead to productive living? What behavior patterns are most conducive to responsible citizen behavior? How can youth be helped in the search for identity? Instructional concepts and strategies in this Guide were developed to help answer the above questions. A word of appreciation is appropriate to all participants in the seminar for their enthusiasm and effort in producing this Guide. Also, Robin Nadeau, project secretary is to be commended for her excellent typing of at least five drafts and numerous corrections. In addition, Dr. Kenneth P. Hayes, Associate Professor of Political Science did yeoman work in instructing the seminar participants on recent developments in the field of political and social behavior: Our thanks to all for their support and enthusiasm.

INTRODUCTION

Due to the rise in vandalism, lack of respect for others and their property, and an over-all lack of awareness of the responsibilities that the term citizenship implies, it seems apparent that some attempt must be made to help improve and modify the attitudes and values of our citizens. Since it is the student now in school that will assume the role of citizen in the crucial years ahead, the writers feel, that what schools do to enhance citizenship skills will make a significant contribution to the future of our country.

In planning this guide, the writers have tried to present facts, concepts and generalizations relating to the rights, responsibilities and privileges of a citizen. The material is most appropriate for students from ages 12 to 15 and may be modified as needed.

Under the heading of citizenship we shall explore the many themes which might be considered as part of this subject. This Guide doesn't claim to be all-inclusive, nor does it attempt to give all the answers. It might be said, however, that it should act as a primer for many varied learning activities from which citizenship coping skills will evolve.

CITIZENSHIP AND YOU

INTRODUCTION:

All members of our society have certain duties and privileges that are theirs as a result of being citizens of this country. In order that a person may exercise these duties and enjoy these privileges, he or she should be at least aware of the basics of effective citizenship.

OBJECTIVES:

1. Each student will be able to define citizenship.
2. Each student will be able to define civic responsibility.
3. Each student will be able to define the decision making process.

INSTRUCTIONAL ACTIVITIES:

Activity 1:

a. Divide class into small groups and have each group write a definition of citizenship.

b. Ask each group to designate a student to write on the board the group's definition of what citizenship is.

c. Conduct a general discussion of the different meanings that the groups came up with as to the meaning of citizenship.

d. Try to arrive at a class consensus as to the meaning of citizenship.

Activity 2: Read the following to the class:

During a recent athletic event at a jr. high school, the National Anthem was played. As standard procedure would dictate, all of the athletes and most spectators stood at attention. However, a small group of students refused to stand and kept up a running conversation, to the dismay of the others involved.

Discussion Questions:

1. What is your opinion of the students who didn't participate in the opening ceremonies?

2. Does this action warrant punishment? (Give reasons).

3. Explain why you would or wouldn't be part of the group that remained seated?

4. What should the student's response be who weren't involved in the sit-down during the demonstration?

FOLLOW-UP ACTIVITIES:

1. Discover the history as well as the meaning of the National Anthem.

2. Re-enact through a role playing situation the events that are described in Instructional Activity 2 and attempt to solve the problems or issues mentioned via class discussion.

3. Invite a person from the local chapter of the American Legion or some other patriotic organization to tell your class about the importance or "sanctity" of the National Anthem. Invite a person from a dissident organization to give your students an opposing point of view.

OPTIONAL ACTIVITIES:

Several other projects may be undertaken relating to the previous activity.

For example:

1. Proper care and placement of the American flag.

2. What is a students responsibility in connection to citizenship.

3. What is the intent of the Fourteenth Amendment, Section 1.

4. What rights does an American have as a result of the First and Ninth Amendment?

The possibilities are infinite. It is up to you, the teacher, to help students to consider what consitutes proper and improper standards of citizen behavior; bearing in mind that he or she possesses not only rights and privileges but also responsibilities.

JUVENILES AND THE LAW

INTRODUCTION:

Syndicated columnist, Tom Wicker writing in The Bangor Daily News on July, 1976 reported some facts that are disturbing about our youth:

> "In New York City, in fact, violent crime by young people have increased by 70% in the last five years. The number of juveniles charged with murder just about tripled in that period; twice as many young people were charged with rape.
>
> Crimes by kids is a baffling, tragic problem. Children panic easily, or lose their heads in fits of rage; others seem free of the kind of remorse, guilt feelings and fear of consequences that affect adults. Moreover, children charged with crime have traditionally been looked upon as children in need of help which has led in many cases to relatively light penalties and a quick return to the streets."

Public school teachers are becoming more and more alarmed over the tremendous increase in juvenile crimes. Teachers are searching for help in working with students in this area of concern. This unit will attempt to present games, simulations and other activities that could be used to help the students acquire the skills that are needed to cope with increasing crime and vandalism.

PAPER CLIP GAME

INTRODUCTION:

It is not unusual to have students question and challenge the rules of school and society today. The following activity will help them to understand and perhaps appreciate the need for just laws evenly applied and fairly conceived.

OBJECTIVES:

1. Students will be able to explain why rules should be clear, concise and uniformally applied.
2. The students will be able to explain why rules are necessary.
3. The students will write rules for this activity.

INSTRUCTIONAL MATERIALS:

Sufficient paper clips.

INSTRUCTIONAL ACTIVITIES:

The paper clip game is broken up into four different sections which must be carried out in order to make the meaning clear.

Activity 1:

Pass out a paper clip to each participant. Tell them to play. Watch the individuals as they try to figure out the purpose of the game, to develop their own games or to question what to do. Stop at this point and ask them "what's the matter?" Discuss the idea that a game must have a purpose and certain rules and structure for everyone to follow.

Activity 2:

Solicit rules for the game from the group and list them on the blackboard. Watch the participants as they see that the rules contradict each other and

get more difficult to follow. After the rules are written, have them play the game now that they have rules. They will try to follow the rules but will reach a frustration point. As they see that the rules become too difficult to follow, stop and discuss "What Makes A Good Rule?"

Activity 3:

Ask the group to pass all the paper clips to one chosen person in the class. Declare that person the winner. Question: Does this bother anyone? Discuss this decision on the part of the teacher and how arbitrary rules are unfair, etc.

Activity 4:

Divide the group into equal teams for a relay race. Tell them that they have been complaining about the rules of the other games, so that now you will give them a purpose and definite rules. Have them pass the paper clip back over their shoulder all the way down the line and the first team to reach the end wins the game. Start, but as they reach the middle of the line, stop and tell them that you forgot one rule. Make up another rule and start again. Repeat this procedure several times, until they reach a frustration point. Then ask them to discuss what is wrong with these kinds of rules (You can get into a discussion of Ex Post Facto laws, if you desire).*

EVALUATION ACTIVITIES:

A general group discussion should be conducted in which the students are asked questions such as:

1. Who should make rules? Why?
2. What are good rules? What are bad rules?
3. What would life be like without rules?

Estimated time: 1 hour

*Material developed at the Lincoln Filene Center for Citizenship and Public Affairs, Tufts University Medford, Massachusetts.

ISLAND GAME

INTRODUCTION:

In this simulation activity the teacher should stress to the students the fact that they can start from scratch in building a system of government that best fits their needs on this island. They will be placed on an island from which they cannot return. They must cope with the situation by forming a society with laws that all can live under.

OBJECTIVES:

1. Students will describe what society would be like without laws.
2. Pupils will analyze the concept that "laws must meet the needs of society."
3. Students will create a form of government for the island.

INSTRUCTIONAL MATERIALS:

A copy of Handout 1 "Island Game" should be given to each student. It can be found in the back of this section.

INSTRUCTIONAL ACTIVITIES:

Read Handout 1 aloud, then instruct them that they are now on their own. Do not give them any outside help once they have begun to establish rules. Solutions should flow from the class. Notice as the game proceeds that a leader or leaders will emerge. If the students can't begin to see what the purpose is after 10-15 minutes you can explain that they should select a leader and write some rules. Make blackboard space available if the students should need it.

EVALUATION ACTIVITIES:

1. When the simulation has been completed and a form of governing has emerged, have the students analyze what type it is.

2. Can they compare their newly created government with the one now in existence in the United States?

3. Discuss the various forms of government that exist in the world.

4. Have the students list the good and bad points of several different forms of government.

FOLLOW-UP ACTIVITIES:

1. Invite a local elected official to discuss the law making process for the community.

2. Have a school board member come to class and discuss the rule making procedure for your school.

3. Institute a student council if one doesn't exist.

4. Have an election of officers in class.

Estimated time: 2 to 3 hours, one class period a day for a week should provide sufficient time.

LAW IN SOCIETY

INTRODUCTION:

Students should discover that laws can place extraordinary pressures on people that force them to choose between doing what seems right and surviving. The activity may be an extreme example but it should make the point between law and irrational judgements.

OBJECTIVES:

1. Through role playing students will demonstrate how laws are applied.
2. The students will experience the conflict involved in deciding innocence or guilt.
3. The students will make decisions related to their values and describe how they impact upon personal behavior.

INSTRUCTIONAL MATERIALS:

Each student should be given a copy of Handout 2 "Law in Society" which can be found in the back of this section.

INSTRUCTIONAL ACTIVITIES:

After distributing copies to the students, read the case aloud to the class. The class may be divided into discussion groups which would report back to the class, or it may be run as a general class discussion. Role playing the courtroom scene will give students a better perception of the problem.

EVALUATION ACTIVITIES:

The following questions could be used to help the students evaluate and discuss Handout 2. If a jury found them guilty and they pleaded for mercy, what would your ruling be? In answering the question you might consider the following statements:

1. "Thou Shalt not Kill" (Sixth Commandment)
2. Murder is a capital crime punishable by death or life imprisonment.

3. "An act which would otherwise be a crime may be excused if the person accused can show that if was done only in order to avoid consequences which could not otherwise be avoided, and which, if they had followed, would have inflicted upon him or upon others whom he was bound to protect, inevitable and irreparable evil, that no more was done than was reasonably necessary for the purpose and that the evil inflicted by it was out of proportion to the evil avoided." (Statement from the case of King vs Stratton, England 1779)

4. A recent poll taken by the student government of Commonwealth High School indicates that 75% of the students felt that it would have been perfectly O.K. for Joe and George to kill Tom.

5. Would your answers have been any different if the boys had been on a raft at sea? In a space craft? In a submarine? If so, explain why.

FOLLOW-UP ACTIVITIES:

Ask the students to justify their answers to the problem in a short written statement. Discuss their statements in class.

Have students think of situations in their life when breaking the law might be justified. You might mention the case of "Robin Hood" to get the discussion flowing.

Estimated time: 2 hours

Suggested References

The Lincoln Filene Center for Citizenship and Public Affairs, Tufts University Medford, Massachusetts 02155.

The Bangor Daily News: Tom Wicker, July, 1976.

HANDOUT 1

"Island Game"

You are all on an island. It is three miles long and one mile wide. The highest elevation on the island is 300 feet at the north end. A cave was found within this hill that contains 500 pounds of wheat in an unmarked waterproof container. There is a fresh water spring on the island. The island is somewhere in a warm water ocean. Thirty percent of the island is covered with vegetation. The island is not on any air or sea navigation chart. No plane or ship passes within sight of the island. Whatever means you had for getting onto the island was destroyed. If you were on a ship, the ship has sunk to a depth of three miles in the open sea. The ship had no contact with any other ship or station prior to sinking. The port authority in the last port from which you departed had no knowledge of your destination or location. If you traveled by air, all contact with air traffic control was lost at least 1,000 miles from your current location. No SOS or May day call was sent. Your condition on the island is exactly as it is at this moment. Remember, you cannot get off the island. You must resign yourselves to living there.*

*Material developed at the Lincoln Filene Center for Citizenship and Public Affairs, Tufts University, Medford, Massachusetts.

HANDOUT 2

"Law In Society"

Three students of Commonwealth High School became trapped in a cave due to a landslide. The tragedy occurred on a Monday morning after they entered the cave while on a class outing. One student, Joe was an outstanding athlete and very strong. Tom was a quiet chap who had a reputation for being a square and he was generally bullied by his classmates. George, by comparison, was very smart, especially in biology, chemistry, and physics and it was well known that he was one of the most intelligent students ever to attend Commonwealth High.

After recovering from the landslide, the three youths began to discuss their fate. George said that, on the basis of what he had read in his science books, three of them could live without food for only thirty days. He further mentioned that there was no animal or vegetable matter in the cave. However, he noted that if two of them ate the third, they could exist for forty days instead of thirty. Joe had a watch so there was no problem counting off the days. On the twenty-fifth day Tom, the quiet boy, suggested that they draw lots and that the loser be killed and eaten by the other two. After some period of silence, they all agreed. On the twenty-six day the lots were drawn and Tom lost. He begged Joe and George to let him back out of the deal. They denied his request and said: "A deal is a deal." But on the same day, just as they were about to beat him to death with rocks, they were rescued.*

If they had completed their intended acts, what crime or crimes would have been committed?

*Material developed at the Lincoln Filene Center For Citizenship and Public Affairs, Tufts University, Medford, Massachusetts.

POLITICAL BEHAVIOR

INTRODUCTION:

The purpose of this activity is to introduce the political behavior concept. This concept is complex and difficult to define precisely. Therefore many aspects of political behavior that can clarify the meaning of this term are discussed and illustrated in this unit.

OBJECTIVES:

1. Students will speculate about what political behavior is and why people behave politically.
2. Students will compare and analyze their speculation about political behavior.
3. Students will apply vocabulary words to events described in case studies.

INSTRUCTIONAL MATERIALS:

One copy of Handouts 3 and 4 per student or a tape recording of each case. The Handouts are found at the end of this section.

A tape recorder if the tape option is selected.

Chalk and chalk board.

INSTRUCTIONAL ACTIVITIES:

Activity 1: (15-20 minutes)

Place the following terms on the board: (Definitions are for teacher's use)

Conflict - A sharp disagreement or struggle.

Issue - A disagreement about what is worth doing and what is not.

Influence - The power to control, or direct the behavior of others.

Political resource - The means one person has to influence the behavior of others.

Policy decision - A choice about what should be done to settle a conflict.

Values - Strong beliefs about what is right or wrong; about what is good or bad.

Authorities - Those who have the power to influence or command thought, opinion or behavior.

Introduce the terms to the class as some of the basic parts of political behavior. The meanings given are for your reference, however, feel free to adapt the meanings to your teaching situation (Source: Mehlinger and Patrick).

Activity 2: (25-35 minutes)

After a preliminary discussion of the above terms, have the students read Handout 3; "The Students Open The Gym." You may want to tape record this case study if you are working with a group of poor readers or non-readers. After each student has completed the case study, have the class find as many examples in the case study of each vocabulary word as they can. This case should be used to clarify student's understanding of basic aspects of political behavior. Note - The teacher may wish to first instruct several small groups to do the above activity before having a general class discussion.

Activity 3: (15-25 minutes)

With class discussion, list alternative solutions to the conflict in "The Students Open The Gym." Also, place on the board the following continuum:

Very good alternative	Good alternative	Neither good nor bad alternative	Poor alternative	Very poor alternative

Poll the class to see where each of the listed alternatives would fit on the continuum. Are the ratings the same? What reasons can the students give to explain differences and similarities?

Activity 4: (15-25 minutes)

Have the students read or listen to the second case study, Handout 4, "What's A Park Worth?" Have the class find as many examples in the case study of each vocabulary word in Activity 1 as they can. Place their work on the board. This is primarily a review of the basic concepts of political science and you need not dwell on this if the students understand them.

Activity 5: (20-30 minutes)

Using class discussion, develop a list on the board of "critical statements" from the case study (Critical statements are statements made by people or groups who influenced the decision). Ask the students to determine which of the statements are facts and which are opinion. What generalizations can they make about the decision and critical statements.

Activity 6: (15-20 minutes)

Place the list of characters from, "What's A Park Worth?" on the board. Also place the following continuum on the board:

Very influential	Somewhat influential	Little influence	Very little influence	Non - influential

Instruct the class (or small groups) to indicate the degree of influence each character had on the policy decision in the case study. Are the ratings the same? What reasons can the students give to explain the differences or similarities?

EVALUATION ACTIVITIES:

1. Define the basic aspects of political behavior?
2. "Political behavior is really a selfish behavior." Agree or disagree with the statement <u>but</u> give reasons for your answer.
3. Why do people behave politically?
4. "Policy decisions must make winners and losers." Agree or disagree but give reasons.

FOLLOW-UP ACTIVITIES:

Have the class list some conflict situations in their school or classroom. What solutions can people find for these situations?

Have students prepare a display of editorial cartoons taken from old newspapers and magazines. Each display might show or stress some aspect of political behavior.

Have students make a poster that elaborates various aspects of political behavior.

- HANDOUT 3 -

Case 1. The Students Open The Gym*

Bruce, Mark, Eric, and David were sixth-graders with a problem. They loved to play basketball but had no place to play on weekends and after school. The boys decided to ask their principal at the Faris Elementary School to open the gym for them after school and all day Saturday. They chose Eric to be their spokesman.

Although Mr. Foster, the principal, was sympathetic, he told Eric that it would be against school rules to allow the boys to play in the gym without adult supervision. And there was no money presently available in the school budget to pay teachers to supervise basketball playing in the gym. Furthermore, the principal said that since only four boys wanted to use the gymnasium after school and on Saturdays, he did not believe that the school should use up its small emergency fund simply to satisfy the wishes of four boys in a school with over 600 children.

Eric and his friends were disappointed with the principal's response to their request. They had presented their idea to the main authority of their school, and he had rejected it. What could they do now?

Mark was ready to give up. "What can we do?" he said. "Mr. Foster runs this place. Once he says 'no' to something, that finishes it."

David was angry. "Let's start a demonstration," he said. "We'll show Foster that he can't push the sixth-grade students around. I'll bet that I can influence the majority of the fifth- and sixth-grade boys to go along with me. We may feel more strongly about this than the others, but I know most of the guys in the fifth and sixth grade would come to play ball in the gym if it were open."

While David ranted, Eric had an idea. "Dave, I believe you're right when you say that most fifth- and sixth-grade boys want to play basketball after school and on Saturdays."

"Right," said David. "We can prove it by getting them to demonstrate in front of Foster's office tomorrow."

"No," said Eric. "I have a better idea. We can ask them to sign a petition for use of the gym. Then, maybe, Mr. Foster will see that most of the students support us. Then, maybe, he will open the gym."

The boys agreed to Eric's idea for presenting a petition to Mr. Foster. For three days they worked to get signatures. Sixty-five boys signed the petition.

Once again, Eric went to see Mr. Foster and gave him the petition. Mr. Foster said that he was impressed with Eric's leadership ability and with his strong desire to open the gym. He said that he would request the city school board to give him more money for his budget next year in order that he could hire adult supervisors and open the gym.

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*American Political Behavior, Mehlinger, H.D., and Patrick, J.J., Ginn and Co., Lexington, Massachusetts, 1974, pp. 2-4.

Eric replied that this was not enough. He and his friends wanted to play basketball now, not wait until next year. The principal replied that this was impossible. Making an effort to obtain funds to open the gym for next year was the best he could do.

When Eric reported the news to his friends, they became gloomy.

"I knew this wouldn't work," said David. "Foster just doesn't care."

"He does too," said Eric. "But he is not able to do anything now. He can't help it if he doesn't have money to hire teachers to supervise our play in the gym."

"I've got it!" shouted Bruce. "I know how to solve the problem. We'll make phone calls to all of the parents of the students who signed the petition. We'll ask them to volunteer to supervise the gym while we play. They'll do it without pay. Then Mr. Foster will have to let us use the gym."

The boys agreed to Bruce's idea. They asked over 50 parents to help, and they received "yes" answers from 21 people. They presented the names of these parents to Mr. Foster. He called each of the parents to confirm their willingness to help. Then he decided to open the gym three days a week after school and on Saturday afternoon.

He called Eric to his office to give him the decision. Eric was very happy. The gym would be available for basketball. And so, for the last few weeks, the Faris School gym has been open for both boys and girls. Students play volleyball, basketball, and Ping Pong. The parent-volunteers supervise. The youngsters and parents clean the gym before they leave. The principal and the children have been happy with this arrangement. The problem has been solved.

HANDOUT 4

Case 3. What Is a Park Worth?*

Herbert Henson rose slowly from his chair and looked around the council chamber nervously. The room was crowded with angry people. Some in the crowd supported him. But he knew that many were against his ideas. Nevertheless, he felt strongly that he must try once again to influence the Lakeville city council. Henson said:

> Citizens of Lakeville, members of the city council, Mayor Harding, I beg you to follow my advice and build a new park in West Side. The young people of this area have no place to play. The neighborhood is run-down. Our children deserve something more from the city than they have been receiving. Others in this city get what they want. Why are we always left out? We may be black or Mexican and poor, but we're part of this city too.

Henson sat down amid shouts and handclaps. The chairman of the city council gaveled the meeting back to order. He recognized a tall, well-built, distinguished-looking man.

"Mr. Randolph," said the chairman, "you may have the floor."

Robert Randolph spoke:

> I agree that a park is needed in West Side. But this project can wait until another year. What we need immediately is an overpass between the Sunnyside neighborhood and the Kennedy Elementary School. Let me remind you that the children of Sunnyside must cross Highway 62 to get to school. It is a very busy highway. And Amy Wright would be alive today if we had had an overpass on Highway 62. Amy died last month because she had no safe way to walk across this busy street. How many more children must die before we construct an overpass?

The room was quiet as the imposing Mr. Randolph sat down. Others spoke in favor of the proposed overpass and the park.

The chairman of the city council thanked the citizens for their ideas and reminded them that the city government budget would not allow the city to build both an overpass and a park this year. One of the projects would have to be postponed.

Mr. Henson and his friends grumbled as they left Lakeville City Hall.

"I know which project will be postponed," said Henson. "First of all, the city council will take care of those rich, white people in Sunnyside. That's the way the government works. Some big-shot lawyer like Robert Randolph speaks, and the city council listens. When a poor man like me speaks, no one listens or cares."

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*American Political Behavior, Mehlinger, H.D., and Patrick, J.J. Ginn and Co., Lexington, Massachusetts, 1974 pp. 6-7

"Yeah" said José Arroyo, a leader of the Mexican-American group that lives in West Side. "It makes a difference who you are in this town. Those high-class 'gringos' in Sunnyside always get more from the government than we do. The streets in their neighborhood are smooth. Garbage is always picked up on time in Sunnyside. If one of their children is arrested, they get him off quietly and without any serious trouble."

"It's different in old West Side," said Lou Hunter. "Sometimes two weeks go by before they pick up the garbage. The streets are full of holes. And the cops are always around busting our kids' heads."

City Council Votes for Overpass

At the next city council meeting, the councilmen passed a bill to provide funds for the building of an overpass across Highway 62 to connect the Sunnyside neighborhood with the Kennedy Elementary School. The councilmen also passed a resolution declaring that the council recognized the need of West Side for a park. The resolution said that the city council pledged to start a park project as soon as finances would permit.

Herbert Henson, José Arroyo, and their followers were angered. They phoned councilmen, the mayor, and other important public officials to complain. They threatened to withdraw all political support from the mayor if he approved the council's decisions. They reminded the mayor that votes from West Side gave him his victory in the last election.

Mayor Harding was anxious not to offend the West Side voters. But he also believed that the overpass had to be built. He decided to seek a compromise, to reach a settlement that would satisfy both sides in this conflict. He called Henson and Arroyo and asked them to come to his office. He also asked the chairman of the city council to be there.

The Mayor's Compromise

At this meeting the mayor suggested that land for the West Side park be purchased immediately. Funds were available for this, although they were not now available to develop the park. However, the mayor pointed out that this development work could begin next year. He pledged that he would see the park project completed before his term in office expired. The chairman of the city council agreed to support this plan. Henson and Arroyo, though not completely satisfied, believed that the mayor really cared about their park project and would complete it. They pledged their continued support of the mayor.

At the next city council meeting, funds were appropriated for the purchase of park land. The mayor publicly pledged to see that this project would be completed within the next two years.

West Side people were pleased because finally they could count upon having a public park in their community. The Sunnyside residents were satisfied that an overpass would be constructed to protect their children. And the mayor was pleased to maintain the political support that he needed to stay in office.

POLITICAL PROCESS

INTRODUCTION:

The main purpose of this project is to provide the students with experience in the operation of local government. Through case studies and discussions combined with activities, student interest in local government should be stimulated along with a better understanding of the citizens' role. Students understand to a greater extent concepts that they can relate to, and it is strongly suggested that the teacher adapt the case studies to fit their community.

The following is an example of how the teacher could develop student interest through the use of local civic problems. Teachers are free to use or modify these examples if they wish. The case studies presented here are a combination of fact and fiction.

OBJECTIVES:

1. The student will explain the structure, function, and purpose of local government.
2. The student will evaluate the role of the citizen in local government.

INSTRUCTIONAL MATERIALS:

Sufficient copies of Handout 5 "An Unfortunate Accident".

Sufficient copies of Handout 6 "Fire And The Citizen".

Sufficient copies of Handout 7 "Pollution And The Student".

Sufficient copies of Handout 8 "Government Organization Study Wheel".

INSTRUCTIONAL ACTIVITIES:

Please use the following data to introduce the regional and cultural characteristics of Dover-Foxcroft to the students. Feel free to adapt this

information to fit your local community and include present civic problems.

Dover-Foxcroft

Regional Location - Geographic center of the state of Maine.

Population - 5,000

Type of Government - Town Manager system

General Characteristics - Predominently white, protestant, native American, church going, law abiding, and hard working.

Economy - Agricultural and light industry

Services - County seat, banking facilities, regional hospital, agricultural supplies, and various commercial outlets.

Each activity has suggested discussion questions. Answers to these questions will vary but the discussions should bring forth the influence and function of various governmental agencies.

Activity 1:

Distribute Handout 5 "An Unfortunate Accident" and have students read it. The following discussion questions are suggested:

1. What is the main issue of the case?
2. Can you identify who is responsible for the accident?
3. What could citizens do to remedy this situation?
4. What government officials could directly or indirectly be drawn into this incident?
5. Identify the individuals and offices which they hold in your locality and who could be contacted to change this situation.
6. Diagram the accident on the map to insure understanding of the case.

Activity 2:

Distribute copy of Handout 6 "Fire And The Citizen" and have the students read it. The following discussion questions are suggested:

1. What is the main issue of the case?

2. What governmental agencies would be involved with the case?

3. Do citizens have the right to go to fires?

4. What groups within the town could help the firemen prevent this from happening again?

5. What can be done to correct this problem?

Activity 3:

Distribute Handout 7 "Pollution And The Student" and have the students read it. Use the following discussion questions to stimulate thinking:

1. What is the main issue of the case?

2. Why did Jane Doe write the letter?

3. What governmental agencies are related to the case?

4. Why hasn't the sewage pipe been repaired?

5. Which town official is responsible for making sure the pipe is repaired?

6. What could Jane and her friends do to make the town fix the pipe?

7. What local governmental agencies or citizen groups could bring pressure on the sewage department to repair the pipe?

Activity 4:

Use the "Study Wheel Of Governmental Organization." Distribute Handout 8 to each student. Have students cut out both wheels where specified and carefully fasten both wheels at the center with "A" showing. Check to see that the same numbers are aligned at the three windows. Place titles on wheel and windows. Suggested labels:

Window "A" - Title of Official
example - Town Manager

Window "B" - Function of Official
example - Chief Executive

Materials needed for Activity 4 are scissors, brass fasteners, and copies of Handout 8.

Activity 5:

Develop a local government organization chart identifying each agency, its role, and whether an elected or appointed position.

Activity 6:

Have resource persons from various governmental agencies give presentation to students about their position and its function.

Activity 7:

Arrange for the students to job shadow local government officials and report on the experience to the class.

Activity 8:

Have students role play various governmental jobs and attempt to solve related problem or problems.

EVALUATION ACTIVITIES:

1. Give quiz using the following questions:

a. List the governmental agencies which would become involved in an automobile-bicycle accident.

b. What is the role of the town manager?

c. How can civic organizations affect governmental response?

d. Why are citizen's rights limited during emergency situations such as a fire?

e. How could you bring about a change in government policy or operation?

2. Have students bring in examples of local civic problems and present various solutions.

3. Have students create a notebook or scrapbook showing various local government agencies that are in the news and explain how each situation developed.

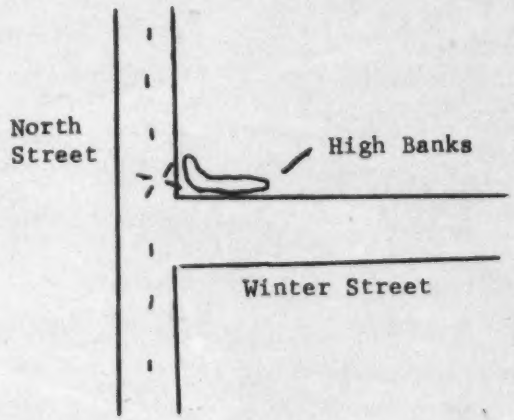
HANDOUT 5

"An Unfortunate Accident"

The following incidents occurred in Dover-Foxcroft during the summer.

The three way crossing at the corner of Winter and North streets was the scene of close calls and near misses involving vehicles and pedestrians. The people of the town had neglected this potential hazard for years. "I'll tell you folks, I was there yesterday and no question this was just a terrible tragic accident that we can only blame on ourselves," said the radio announcer. His reaction centered on an auto-bicycle accident in which 10 year old Todd Wendle had been fatally injured by motorist Willis Clukey. Todd had been pedalling with traffic along North St. and at a point just before Winter St. enters on the left, young Todd turned his bike toward the Winter St. side against the flow of traffic. At the same time, Willis had approached the unmarked intersection looked quickly left as he turned right and struck the boy's bike before he was able to see him and stop. "This was just senseless folks," the announcer said, "I don't mean to blame the boy or driver; we've done what they both did many times - I guess it will always be a bad corner until something is done about it." Todd's classmates were not only heart-broken over the accident but concerned enough to want to do something about it.

Diagram of accident:



HANDOUT 6

"Fire And The Citizen"

In the town of Dover-Foxcroft, people are still talking about the fire that struck the Howard's home, leaving the family of five homeless. The point here is that many citizens of this small rural community feel that the main structure could have been saved had the so-called "citizens" not been blocking the road leading to the Bob Howard dwelling.

Dover-Foxcroft, like most small towns has a volunteer fire department. The members of this unit are dedicated people who work hard to provide good fire protection. Whenever a fire occurs, the fire whistle blows, alerting the volunteers with a series of long and short blasts which designate the location. Unfortunately the townspeople are also aware of the code and they, too, speed to the scene.

It is surprising that more homes in their community have not burned flat. The typical scene at a fire has been one of cars blocking the firetrucks' access to the fire; firemen instructing people to get out of the way; and a general slowdown in the fire-fighting procedures. It is about time that something is done to correct this situation before more property, or even lives, are lost due to the ignorance of some townspeople.

HANDOUT 7

"Pollution And The Student"

The following letter was published in the Dover-Foxcroft paper during July,

To the Editor:

Sir, I am 13 years old and have always lived in Dover-Foxcroft. I feel that I must speak out about a situation which is creating a health problem in our town and disrupting our summer recreation program.

Last spring one of the pipes in our community's sewage system broke, allowing raw sewage to enter Center Brook which flows through the center of town and empties into the Piscataquis River just upstream of the public swimming area. Although it has been more than two months, the break has not been repaired and the Health Department has been forced to close the public swimming area. Many of the Parks and Recreation Departments' summer programs for young people are centered around the swimming area and have had to be cancelled leaving many of us with nothing to do.

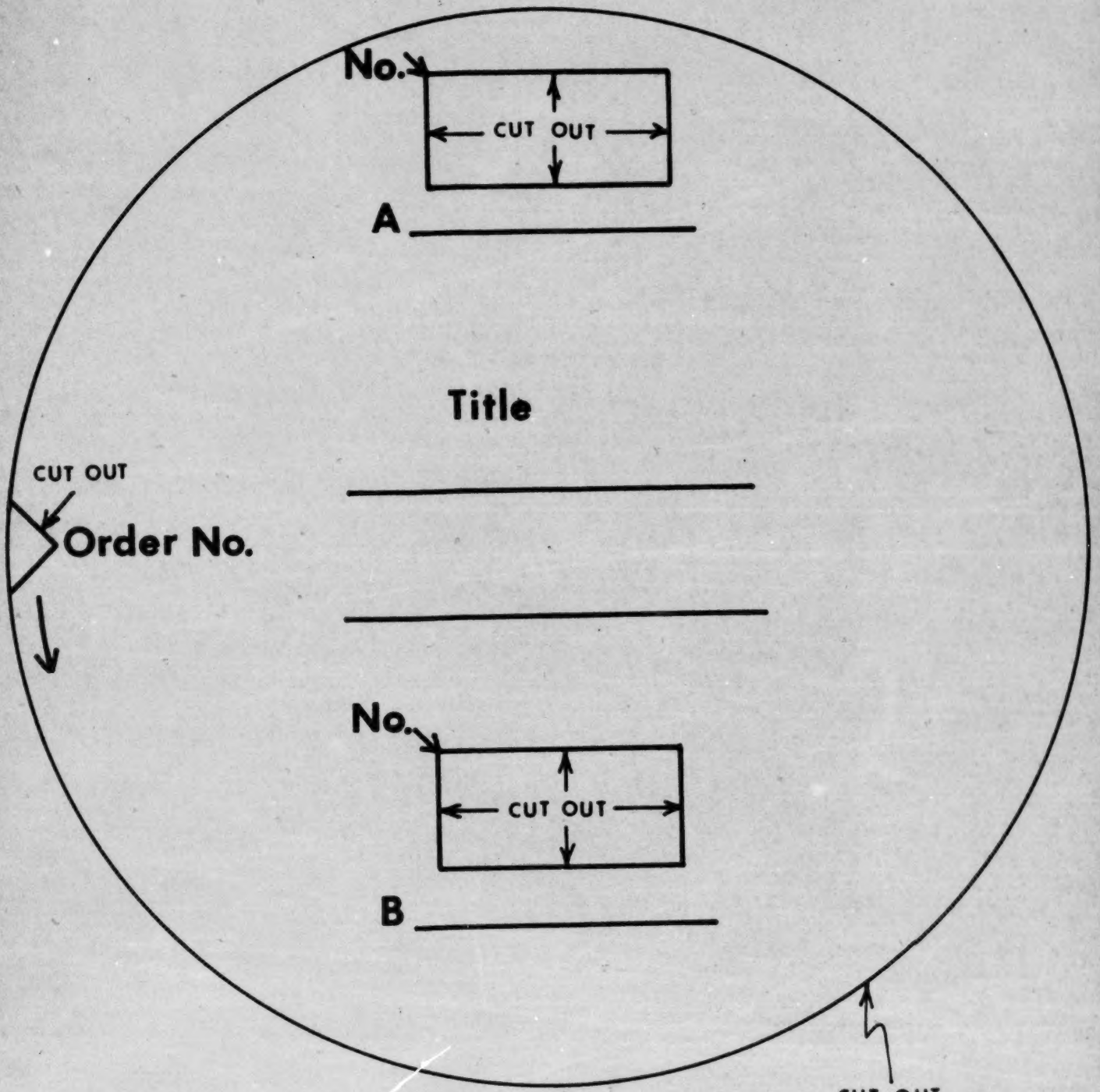
Recently, several of my friends asked a sewage department worker when the break would be repaired and were told that they didn't have the money needed to fix the break.

Frankly, I feel that this problem is very important and that the citizens should force the sewage department to repair the damage immediately so that the swimming area can be reopened for the remainder of the summer.

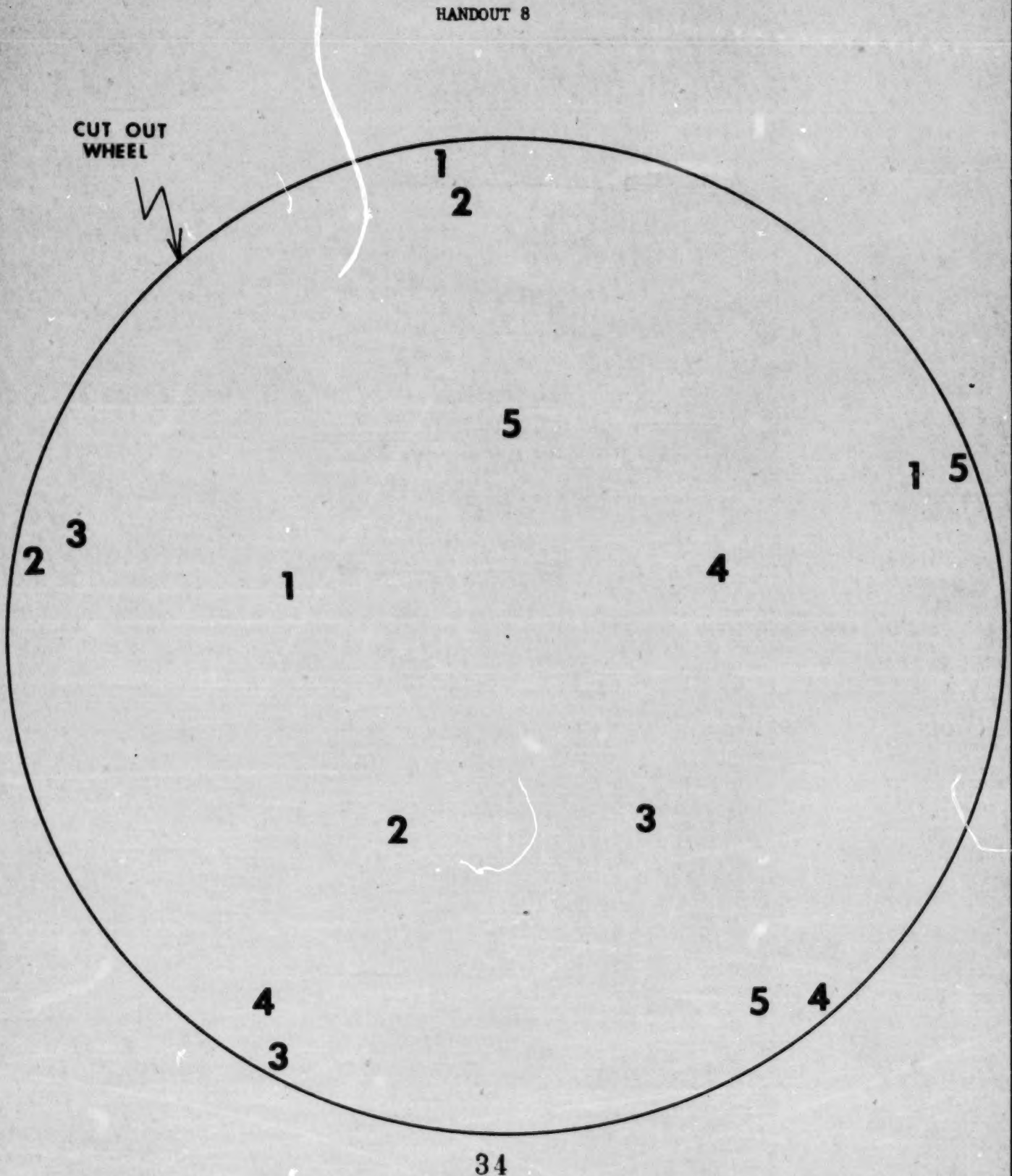
Sincerely yours,

Jane Doe

Study wheel of GOVERNMENT ORGANIZATION



HANDOUT 8



EFFECTING/COPING WITH CHANGE

INTRODUCTION:

Adaptation (change) as a process is not only inherent in progressing cultures, but is one of the very cornerstones of a successful society. Perpetuation (survival) and adaptation are bedfellows.

As each new day dawns, a society - and with it its institutions - must rise to face it. So it is with political systems - governments are not immune. It is on this basic assumption that this unit is built - change is the only constant; inevitable, everpresent, undeniable. The citizen then must be prepared to accept change and to effect it.

OBJECTIVES:

Students will:

1. enumerate, define, analyze and evaluate the political mechanisms available in our own society for effecting change.
2. demonstrate that political systems and processes are not value free.
3. enumerate and analyze some of the values upon which our society is constructed.
4. demonstrate an awareness that change may involve conflict.

INSTRUCTIONAL MATERIALS:

Handout 9 "Committee" and Handout 10 "Control"

INSTRUCTIONAL ACTIVITIES:

There are three suggested activities included with this unit. All required materials are included in this guide.

Activity 1:

This activity takes the form of a role playing exercise. Handout 9 should be distributed to the class at least one day prior to intended use, and

assigned as a reading for the class. The specific issues at hand should be elicited from the students prior to use of the questions provided herein.

The roles of the six speakers described in Handout 9 may be specifically defined if desired. Those students not playing specific roles should form the senate committee to vote to determine the committee's position subsequent to the speakers' presentations.

Discussion Questions:

1. Why does each person take his or her particular stand on the issue? Personal interests? Value conflict?

2. What alternatives are available to each speaker in terms of political action? Are they legal? Would they be effective? Why or why not? What would be the side-effects of each alternative?

Activity 2:

The purpose of this activity is to encourage the students to give some serious thought to their future and that of their country.

First ask the class to think about what the future holds for us, making a list of their ideas on the blackboard. Allow them as much time as they are willing to use of this purpose. Encourage the participation of all.

Then make a second list, and write down what the students would like to see in the future.

The third phase of this exercise involves a discussion of how we might get from where we are to where we want to go and how we might avoid some of the unpleasant experiences that may be encountered.

The activity will follow many different courses, depending on the students and the teacher. These topics may help your class get started:

a. There are computers in each home.

b. All parents are working.

c. Pretend it is the year 2,000 what and where are you?

The teacher need not be overly concerned by the particular developments noted by the students during the discussion. The process itself is of primary importance.

Activity 3:

This Activity takes the form of a fantasy-based case study. Handout 10 should be distributed to the class at least one day prior to intended use and assigned as a reading for the class. The specific issues at hand should be elicited from the students prior to use of the questions provided herein.

Discussion Questions:

1. What political mechanisms were employed in this case study? What other alternatives are there?

2. What might be the reaction of the students as a whole to the gang's actions? Have you ever felt that way?

3. How did the elected leader maintain her power? The gang leader?

4. Which mechanisms were most effective? In the short-run? In the long-run? If you were leader, how would you have maintained power?

OPTIONAL ACTIVITIES:

Suggested readings are the following:

Ira Levin, I. This Perfect Day. New York: Fawcett World, 1974.
Ray Bradbury, R. The Martian Chronicles. New York: Bantam, 1974.

SUGGESTED REFERENCES:

Illich, J. Deschooling Society. New York: Perennial Press, 1974.
Van den Haag, E. Political Violence and Civil Disobedience. New York: Harper and Row, 1972.

HANDOUT 9

"Committee"

July 19, 1990 has dawned on the city of Bowash in much the same manner as the day before - the heat, humidity and smog combine to make the day unbearable for those without the luxury of air conditioning in their homes and vehicles. Traffic, as usual, is heavy. Unemployment is over 20%. Fuel and energy are still of grave concern due to the continuing shortage.

But today is a special day nonetheless. A special committee of the U.S. Senate is opening public hearings on the possible prohibition of the private use of automobiles. Thousands are attending the hearings; millions are following these hearings on their televisions and radios.

The first six speakers are prepared to address the committee. They are as follows:

Jesse Wright - an old line union organizer and president of the Automobile Assemblers Union which represents most of the auto workers in the U.S.

Vanessa Bolt - a bright young lawyer, a representative of World Motors, Inc. manufacturer of some 90% of the automobiles sold in the U.S.

Dr. Jayne Stuart - MD, the leading respiratory specialist in the country

Rev. Horace Grover - evangelist whose church generally opposes technological innovation

Dr. James Locks - PhD, sociologist, university instructor, author, environmentalist

HANDOUT 10

"Control"

A certain day in the not-too distant future dawns to find that the world's adults are gone and with them the adult power structure of the school. Order must be reestablished; someone needs the power to get things done. The students consult a computer bank for information on how to get legitimate power through elections. In the open elections suggested by the computer, the expected victory on the part of the "teacher pet" did not materialize. Even so, a rebel gang rejects the results of the voting and walks out.

The newly elected leader, aware that adults work for rewards, again consults the computer for references. She proceeds with a system of rewards as a means of establishing a base of support.

All goes well until the rebel gang decides to take its share of the "rewards" by force. A decision to punish the rebels results in drastic action - the rebels take over the school's energy source for all the machines. How can the elected leaders maintain their power? How can the rebels be controlled? The computer cannot function without its energy source.

PROPAGANDA TECHNIQUES

INTRODUCTION:

This exercise will deal with the concept of what is propaganda and commonly used propaganda techniques.

OBJECTIVES:

Whereas propaganda is a powerful tool used to influence the individual politically and economically, students should be able to:

1. Explain the meaning of propaganda
2. List the various forms of propaganda
3. Explain why propaganda is used
4. Demonstrate ability to employ propaganda techniques to influence others.

INSTRUCTIONAL MATERIALS:

Sufficient copies of Handout 11 "Propaganda Techniques"

3 x 5 index cards to make propaganda game

INSTRUCTIONAL ACTIVITIES:

1. The following story can be read to the class to initiate discussion and thinking about propaganda. The Half-Truth Technique: In the early sixties, the Soviet Union invited Ford Motor Company to Moscow for a car race. It was only two years before, that Nikita Khruschev had removed his shoe while speaking at the United Nations, banged his shoe on the table, and warned the U.S., "We'll bury you economically." Ford Motor Company accepted the challenge. The only people present were the participants and Tass, the official news agency of the U.S.S.R. The race was underway and the U.S.S.R. car provided no competition at all for the Ford. The Soviet car was on lap 85 when the Ford car finished lap 100. Criticism of the Soviet government was not allowed and Tass published a headline that made the Russian cars performance appear better than it was.

2. Prepare a headline as if you were a member of the Soviet press that would make your government (car) look good. The actual headline read "Russian car second, American Ford next to last."

3. What did Thomas Jefferson mean when he said, "Only a fool believes all that he reads."

4. Listen and watch carefully to advertisements and speeches to see if they are using half-truths.

Activity 2:

After you have completed Activity 1 (the half-truth technique) in a class discussion group, have students list as many propaganda techniques as they can. These could be listed on the blackboard with examples. Each teacher could supplement their list of techniques from Handout 11.

Activity 3:

Using Handout 11 the teacher should decide how many techniques students can find, using campaign speeches, television, radio, magazines, etc. Some, such as endorsement are easy to locate and the amount of time invested can vary. Suggested time for locating 3 examples of each technique would be 3 days outside of class.

OBJECTIVES:

1. To enable students to demonstrate their ability to use propaganda techniques

2. To enable students to identify various propaganda techniques

INSTRUCTIONS:

Divide the class into small groups and give each group 1 product card and 1 technique card (see lists). Allow groups a maximum of 5 minutes to prepare a presentation promoting the product on the card using the technique on the card. This activity can be repeated providing that each group gets an equal number of turns. Place each of the techniques and products on 3 x 5 cards and prepare about 4 to 5 sets.

Propaganda Techniques	Suggested Products List
1. Love and acceptance	1. snowmobile
2. fear	2. toothpaste
3. bandwagon	3. mouthwash
4. half-truth	4. baseball bat
5. endorsement	5. motorcycle
6. catchy slogan	6. fingernail polish
7. sympathy	7. soap
8. plainfolks	8. deoderant
9. knocking the other product	9. lettuce
10. feminine/masculine	10. car
11. transfer	11. can of corn
12. conspicous consumption	12. diet soda
13. humor	13. back to school clothes
14. bizarre	14. Maine sardines
15. patriotic	15. pen

Scoring: The first group to correctly identify the propaganda technique being used receives 3 points and groups lose 1 point for each wrong guess.

HANDOUT 11

"Propaganda Techniques"

Identifying
Propaganda techniques

These can come from television, radio, newspapers, public speeches etc.

Technique

Example Mud slinging — candidate "George Smith caught cheating while at Harvard," says opponent of Sen. Smith - product or candidate

1. Common man
2. Bandwagon
3. Fear
4. Half-truth
5. Endorsement
6. Transfer
7. Patriotic
8. Underdog
9. Sympathy
10. Love
11. Catchy slogan, jingle
12. Humor
13. Mud slinging
14. Bizarre
15. Symbols

Mainly for products

16. Conspicuous consumption
17. Tricky spelling
18. Children - for or using
19. Games
20. Coupons
21. Containers
22. Knocking other products
23. Animation
24. Feminine/masculine
25. New and improved

TV AS A MOLDER OF VALUES

INTRODUCTION:

A variety of articles have been published concerning the effects television has on students' values. Critics of commercial television feel that the violence on television may have adverse effects on youngsters. However, not much is done in the way of using commercial television as an effective means of clarifying or teaching values. We, as teachers, should help children to better understand the values presented on television.

OBJECTIVES:

1. Each student will describe the impact of television on molding or influencing peoples' values.
2. Each student will describe the impact of television toward molding peoples' values plus compare and contrast the characters in television shows in relationship to their own values.

INSTRUCTIONAL MATERIALS:

Handout 12 "Television And Values"

Handout 13 "Values"

One ream of white lined paper.

INSTRUCTIONAL ACTIVITIES:

Activity 1: Suggested time is 30 minutes.

The activity for the case study is in the back of this unit under Handout 12. Distribute to each child a copy of the 5 questions and the case study. Have students answer questions and be prepared to discuss their responses.

Activity 2: Suggested time is 30 minutes.

Go to the end of the unit and duplicate the chart in Handout 13. Give each child a copy of the "Values Of Characters" and have them read the value

list and in the spaces to the right answer yes, no, or indifferent about each television character. After the blanks are filled in, ask the following questions:

a. Of the characters listed which one would you most like to be? Least like to be?

b. Which character best represents "the perfect American?" Why?

c. Which character represents the biggest threat to American society? Why?

d. Are there any television characters not listed in our chart that would better fit c or d.

e. What values do you feel are most important to good citizenship?

Activity 3: Suggested time is 30-50 minutes.

Have each child in your room pick his or her favorite television personality. (Act out a scene from a program). Ask the students to respond to the following:

a. Why did you choose to play the role of that character?

b. What did you like or dislike about that character?

c. If you could change the actions of the character you were playing, what changes would you make? Or would you make any?

d. Do you think the personality you chose is a good citizen? List three reasons why or why not.

Activity 4:

Have students bring in paper clippings, magazine pictures, and articles about television characters or shows. Prepare a bulletin board with pictures and articles and discuss questions about good, bad, and indifferent values about citizenship as conveyed by the television shows.

Activity 5:

Students should keep diaries telling what they have done for entertainment at home in the evenings for the past week. Students should then make out diaries for what they will do during the next week and pretend television

doesn't exist. What comparisons are there between the diaries made by each student? What proportion of time is spent by each student watching television?

EVALUATION ACTIVITY:

Have students write an essay concerning television as a molder of values.

FOLLOW-UP ACTIVITY:

Ask students to watch two television programs that deal with crime. Students should discuss the crimes committed in each and the way in which the case is solved. Have students discuss how crimes such as these are handled in their community. How does the reality compare to the television portrayals?

HANDOUT 12

"Television And Values"*

A recent episode of "Little House on the Prairie" found the Ingalls family overdue in paying their bill at Mr. Olson's store. Charles Ingalls had been working on a lumber shipment for a company that went bankrupt before he received a payment. When Mrs. Ingalls goes to the store to ask for more credit and to buy more supplies she and Mrs. Olson get into a disagreement during which Mrs. Olson is particularly insulting. When Mrs. Olson demands an apology from Mrs. Ingalls before allowing the Ingalls to make further charges on their bill, Charles decides that the family must never "charge" again at the Olson's store and he takes on a number of jobs to ensure the accounts will be paid off as quickly as possible. Mrs. Ingalls takes over the vigorous family responsibilities and Mary takes a temporary leave from school to work as a seamstress. Before the bill can be paid the family runs out of most supplies including tablets for the girl's homework.

Give your responses to the following 5 questions:

1. Should Charles have allowed his wife to suffer the humilities of Mrs. Olson rather than subject his family to a heavy work burden and going without needed supplies?

2. Should Mary have been allowed to drop out of school? Temporarily?

3. What kind of citizenship values would you say Mr. Ingalls portrays in the case study? Also answer the same question for Mrs. Olson.

4. Would you react the same way as Mary did if your family were in a situation like the Ingalls? Why or why not?

5. Did the case study influence your ideas in any way? If so, how?

Answer the above questions on a separate piece of paper.

*Adapted from Mills, Lynn "Television a Values Education," Teacher, December, 1975.

HANDOUT 13

"Values"

Directions: Decide whether each character demonstrates the values listed underneath. Put Y if you think he/she displays this value, N if they don't and I if you can't judge the character in regard to this value.

Characters

	Gloria Stevic	The Fonz	Rhoda	John Boy Walton	Steve Austin	Archie Bunker	Fred Sanford	Police Woman	Comments
Respects Law and Order									
Believes hard work is a good thing									
Believes Education is Necessary									
Respects others Privacy									
Is Honest									
Is Moral									

CITIZENSHIP AND SPORTS

INTRODUCTION:

A high percentage of students are interested in sports, often to the deterrent of their academic performance. As a result, a large portion of their values are formed by participation in or observation of athletic contests. The following learning activities are designed to demonstrate the strong ties between athletics and the development of values.

OBJECTIVES:

After completing the learning activities each student will be able to:

1. Describe how the detrimental behavior of spectators may affect a sporting event.
2. Identify the character building process used in athletic training.

INSTRUCTIONAL MATERIALS:

The teacher should have the following materials:

Copies of the Handout 14 "Athletic Games" and Handout 15 "Anatomy Of An Athletic Contest".

A schedule of athletic events for the current school year.

A list of coaches in the school and office locations.

A roll of white paper at least one foot wide, 3 feet per student.

Magic markers for each student.

INSTRUCTIONAL ACTIVITIES:

Activity 1: Suggested time is 45 minutes.

This activity is based on several case studies demonstrating detrimental behavior of spectators at athletic contests. The teacher should pass out copies of Handout 14 to the students. Students should read the case studies and answer the six questions that follow. The class may then discuss the

questions orally.

Activity 2:

Students should attend a sporting event and list all unsportsman-like and sportsman-like conduct in a log. A schedule of events that may be attended should be listed on the blackboard. The Athletic Director of your school could provide this. Students will discuss the conduct they observed in class on a date following the contests.

Activity 3: Suggested time is 45 minutes.

Each student should list the four most important reasons for individual participation in sports. A discussion should follow to determine why each answer was given.

Activity 4: Suggested time is 45 minutes.

Students may be chosen to role play members of a basketball team discussing a previous game. The teacher should use Handout 15 for descriptions of the players involved and then select students for each role. After reading the handout students should discuss the questions that follow the character descriptions.

Activity 5: Suggested time is 45 minutes.

Using the roll of white paper, give each student a section about 3 feet long and a magic marker. Have each student make a banner or sign which could be displayed at a basketball game. Students can then discuss what values are displayed in each message. The banners could then be used to decorate the room to reinforce the activity.

EVALUATION ACTIVITY:

Students should write an essay including the most important characteristics to be considered concerning the awarding of a best sportsmanship trophy to a

team or player at a tournament.

FOLLOW-UP ACTIVITIES:

1. Students may break up into small groups and interview coaches in the school system. The coaches' names can be obtained from the schools Athletic Director. The students should seek to determine what characteristics a coach looks for in an athlete other than athletic ability.

2. Students could interview a chairman of a sports tournament to determine upon what basis the sportsmanship trophy is awarded. The Athletic Director could possibly help locate the chairman and his office.

3. Students could interview faculty, parents and other members of the community to identify attitudes regarding women and their participation in varsity sports.

HANDOUT 14

"Athletic Games?"

Activity 1:

The spectator's role in an athletic contest often becomes that of a participant rather than an observer. Below are two case studies that demonstrate negative behaviors at athletic contests. Students should read each case study and then discuss the questions that follow.

Case Study 1: Jenkins, Dan, "And Now There are Four." Jan. 5, 1976, Sports Illustrated, pg. 10-11. This article deals with the football game between Minnesota and Dallas.

"The game's last seconds were as chaotic as the regular season had been as far as the officials were concerned. The Vikings had no possibility of doing much, having to set up from practically beneath their own goalpost. To their credit what they mainly did was try to plead with their angry fans not to throw things down at the officials, things such as more oranges and a golfball and whiskey bottles.

Just then a pint whiskey bottle struck the field judge, Armen Terzian, squarely in the forehead and decked him."

Case Study 2: McDermott, Barry, "Call Them Champ Again" June 14, 1976, Sports Illustrated pg. 21-22. This reports on the nature of the crowd attending the fifth game in a NBA championship as follows.

"The incredible fifth game in the raucous Boston Garden on Friday could be used as a training film for the National Guard or donated to the Basketball Hall of Fame. It had three overtimes (first time ever in an NBA Championship series). Classic heart-stopping moments and a near riot caused by a group of fans who would have cheered the Boston Strangler. Afterward Phoenix General Manager Jerry Colangelo all but suggested that the Suns needed additional police guards or machine guns to protect themselves.

"I'm glad you told me," said Boston General Manager Red Auerbach blandly when he was told of Colangelo's remarks, patting the pocket where he kept the stat sheets of the 128-126 victory.

Besides having to endure an agonizing defeat, the Suns had to endure the attentions of a mob of sloshed crazies. Referee Richie Powers was assaulted by one extremist. Suns Ricky Sobers and Dennis Autrey were ready to rumble. A courtside table was picked up and hurled into the air. A basket support was almost toppled over. And the elderly and woefully undermanned Garden security force stood virtually helpless as hundreds of snorting fans stormed the floor at the close of the second overtime, believing that the game had ended and that their beloved Celtics had won."

Questions:

1. Does the price of admission to a sports event entitle the spectator to voice his disapproval at an officials judgement? Explain. If yes, to what extent?

2. Does the price of admission entitle the spectator to demonstrate his disapproval of an official's judgement by physical means? Explain. If yes, to what extent?

3. The late Vince Lombardi once said, "You show me a good loser, and I'll show you a loser." Explain any relationship between his attitude and the behavior of the fans in the case studies.

4. It is often said, "It's not whether you win or lose, but how you play the game." Do the case studies demonstrate this thinking on the part of the fans? Explain.

5. How may the actions of the spectators of a game be detrimental to the game itself?

6. Every sport contains some elements of competition. Think of some sports which you think contain small elements of competition.

HANDOUT 15

"Anatomy Of An Athletic Contest"

Activity 4: Continued from page 44.

Four students will be chosen to role play members of a basketball team discussing a previous game.

One member represents a person who believes in winning by using any means that are necessary to win even if they are unfair.

A second member represents a person who believes in fair play always, even if it means losing.

A third member represents a "yes-man" who goes along with anything the other members say.

A fourth member represents a player who doesn't care about team effort, but is only on the team for prestige.

Questions concerning the role playing:

1. Whose values did you most agree with? Explain.
2. Whose values did you least agree with? Explain.
3. What were the "yes-man's" values?
4. Do you think it is important for the "yes-man" to clarify his values?
5. Other than ability, how much does the fourth member contribute to the team?
6. Which two members would you most want on your team? Explain.
7. Which two members would you least want on your team? Explain.
8. What characteristics help make a basketball team strong and cohesive? Do you think all four of these members had some of the characteristics? Why or why not?

CAREERS AND CITIZENSHIP

INTRODUCTION:

Citizenship and careers are closely correlated. Review the factors that help a person choose a career and events that keep a person from pursuing a particular occupation by his actions as a citizen.

OBJECTIVE:

After completing this section, the student will be able to describe the relationship between citizenship development as a youth to later career choice as an adult.

INSTRUCTIONAL MATERIALS:

The teacher will want to duplicate sufficient copies of Handout 16, the case study of George: Social Suicide. Before you do this exercise, you might want to check with local employment service or attorney general's office of your state to read a list of occupations that a convicted felon would be excluded from.

INSTRUCTIONAL ACTIVITIES:

Distribute Handout 16 "George: Social Suicide." As you analyze the questions at the end of Handout 16, you could assign different people to put themselves into the role of George, storeowner, mother, and governor. Analyze how they feel about George and his dilemma and how they would act for or against him.

FOLLOW-UP ACTIVITIES:

1. A student(s) might contact a parole officer to find how difficult it is for an ex-convict to find a job; both legal and pre Judicial barriers.
2. A visit to the employment security commission of your state might give insight into what employers are looking for in terms of behavior by prospective employees.

3. Most states allow a polygraph test to be given to people seeking employment. Employees may also be asked to take a polygraph test during their employment. Is this growing practice a way to keep people from gaining access to certain occupations? Should they be allowed? Why?

HANDOUT 16

"George: Social Suicide"

George was an only child. When he was thirteen his father was killed in the Vietnam conflict. His mother took a night job to supplement her social security and veteran's pension. George was an excellent student until he reached high school. George's mother began working as a night supervisor. He had a great deal of unsupervised free time during the week and his attitude toward school started to slide. As he moved along through high school he would stay out most of the night while his mother worked. When George was 17, a senior in high school, he obtained a job at Anderson's, a small neighborhood market working afternoons and Saturday.

George started taking small things at the store where he worked, such as a package of cigarettes, a can of soda. It never bothered him because he figured that Mr. Anderson wasn't paying him what he was worth anyway. The senior graduation banquet was approaching and a party being planned at the lake after the formal banquet. One night a week before the party, George was out with two of his buddies and they were just driving around town looking for something to do. They just happened to drive past the store where George worked. George, on an impulse, drove down the alley behind Anderson's store. He got out of the car and went to the back shed. He quickly jimmied the lock and went in. It was in the shed where the beer was kept. George carried a case out and put it in the backseat. One was not enough. His buddies went in and they proceeded to remove eight cases for the party. George then broke through the back door into the store where Mr. Anderson kept the days receipts. In the till was seventy-six dollars. Mr. Anderson was aroused by the noise and came bolting down the stairs. He caught a

glimpse of George and recognized him. Mr. Anderson never saw the other two boys. George fled, and was arrested at his home the next morning and charged with breaking and entering in the night time, a felony in this state. George never implicated his two accomplices. He received the minimum sentence of 2 years at the state reformatory.

While serving his two years at the reformatory he enrolled in two college courses given in prison by the local college. His interest aroused, George now wanted to be a full time student. When his two year sentence was over, his parole officer got him a job loading and delivering furniture at a local store. The owner had hired ex-convicts before. The pay was always the minimum for people like George at his store. After two years of working days and going to college nights, George enrolled full time as a pre-law student. As graduation time approached and the other students were applying to law school, George was hesitant. He knew that he could not practice law as a convicted felon in his state.

Nonetheless George applied to law school and was accepted. While there he petitioned the governor for a pardon. The governor, who campaigned on a law and order theme turned George down. George continued to study law. He met the secretary to the Dean and they were married during his second year of school. George, besides going to school days, continued working a few nights and Saturdays at the furniture store. Last year he was an assistant cub scout leader and a little league manager.

George petitioned the new governor, just elected in November, for a pardon. Without a pardon George cannot take the bar exam. George and his wife are expecting their first child approximately the same time that he graduates from school.

Discussion Questions:

1. If you were governor would you grant George a pardon? Explain.

2. Is it right for society to allow George to do some types of work and not other types? Explain.

3. React to this statement in terms of George and his problem. "We have come to bury Caesar, not to praise him. The evil that men do lives after them; the good is often interred with their bones." Do people tend to remember only the bad? What do you think?

4. Should George have implicated his two friends? If his sentence had been suspended, by implicating his two friends, what would you advise George to do? Why?

Student Reactions and Comments

COPING WITH YOUR JOB RESPONSIBILITIES

INTRODUCTION:

For many youths the relationship between school work and future paid work is seldom discussed or brought into meaningful focus. If teachers and parents fail to discuss behavior patterns in school and at home that are detrimental in the world of work our youth will encounter a variety of adjustment problems. As the title of this section implies, coping with job responsibilities continues to be a vital factor in relation to attaining career success.

OBJECTIVE:

Students must be helped to identify and assess their development in the area of job skills. Job skills are those behaviors that lead to success in school and in the world of work; for example, completing assignments on time, doing school work that meets minimum standards, establishing cooperative relationships with fellow students and cultivating good personal habits.

Specific instructional objectives are:

1. Each student will be able to describe their work style in completing school assignments in at least 3 subjects.
2. Each student should be able to identify the job skills required for success in at least 3 different subjects.
3. Each student will be able to identify different levels of responsibility for completing school work and how relationships with other students affect their efforts.
4. Each student will be able to identify and discuss personal abilities (skills) that are developed in each instructional area prior to leaving the junior high school.

INSTRUCTIONAL MATERIALS:

Sufficient copies of Handout 17 "Ethics In The Classroom."

Sufficient copies of Handout 18 "The Average Person," and Handout 19 "Rank-Order Correlation Exercise."

Sufficient copies of Handout 20 "Suggested Topics For Establishing Classroom Procedures."

Tape recorder and tapes for analysis of classroom discussions. (optional)

INSTRUCTIONAL ACTIVITIES:

Each teacher should find the activities challenging to their students and may modify them to suit individual needs.

1. Case Study: Handout 17 "Ethics In The Classroom." Use the following student activities to discuss "Ethics In The Classroom."

a. Have each student respond either orally or in writing to this question "How should the teacher deal with this case of misrepresenting the homework as Bill's?"

b. Discuss the poor work habits displayed by this particular student. What should the teacher do? What is the school's responsibility to Bill?

c. Discuss how attendance, behavior, and work are related to success in school. Have the students list 3 to 5 behavior patterns that are either enhancing or hindering their school responsibilities.

Duplicate copies of the case study for each student.

2. The following situations can be role played:

a. A student has entered class 10 minutes late. Emphasize the loss of time for all students as a result of the interruption. Multiply the amount of time lost by the number of students in class.

b. A student who does his work.

c. A student who does not do his work.

ROLES:

Teacher
Counselor
Student - as many as needed

3. After reading Handout 18 "The Average Person" the following discussion questions should be used:

a. What does average mean to you?

b. What type of life style do you aspire to? Define life style and illustrate several of the options available to high school graduates.

c. What influence will career choices and level of training have upon your "life style?"

To supplement this activity students could interview significant adults in their lives to identify life styles and perceptions of satisfaction or dissatisfaction. An excellent resource is Terkle's, Working.
In addition to the above, Handout 19 is a mathematical exercise that can be used to demonstrate the relationship between amount of education and job earnings. Many students express skepticism about the value of education and this exercise could be used to illustrate the potential reward of attaining skilled training versus dropping out of school.

4. To help students identify their particular skills and aptitudes the following exercise may be useful. Place the following chart on the board or prepare a copy for each student.

Skill Identification Chart

1 Instructional Subject Area	2 Skills Developed In_____	3 Carry Over Skill to World Of Work

Have the students list in column one the courses they are taking, e.g. English, Social Studies, etc. In column two list the particular skills developed in each subject, e.g. English - verbal, writing, and reading skills. In column three have the student list how the skill developed in schools relates to career options in the world of work, e.g. English - writing - newspaper reporter or author.

5. The purpose of this instructional activity is to increase students' involvement in determining classroom procedures that govern their behavior. Also, students must begin the process of self control and establishment of work behaviors that are conducive to success.

Use Handout 20 "Suggested Topics For Which Classroom Procedures Should Be Established" as a discussion guide for examining work behaviors. After completing this task have the students rank order the procedures in order of importance. Also, it is possible to divide the procedure into three categories for further discussion:

Chart

Personal Behaviors	School Policies	Far Out Ideas

Provide ample opportunity to discuss this activity.

EVALUATION ACTIVITIES:

1. Write three requirements for success in school or the world of work.
2. State orally three requirements which lead to success in school or the world of work.
3. Develop a quiz in which students identify or match names of subjects with names of abilities.

RESOURCES:

1. Books:
   Rictcher D.J. Occupational Essentials. Rockford, Ill.: H.C. Johnson Press, Inc. P.O. Box 4156, 1972.

   Terkel, Studs Working. New York: Avon Books, 1974.

HANDOUT 17

"Ethics In The Classroom"

Bill, a freshman at Fifth Street Junior high borrowed another student's homework assignment and made a duplicate copy. He turned in the material after making minor changes in the content. On several other occasions Bill was observed looking at other students' examination answers and reporting for class late. In addition, most of the work Bill turns in is poorly organized and written.

HANDOUT 18

"The Average Person"

We all like to think of ourselves as being average people; so let's talk about averages. The average length of high school is four years. Actually, that amounts to an average of only about 740 days of attendance, and those who complete the 740 days of attendance will average making $157,589.00* more in their lifetimes than the persons who do not complete this rather small number of days.

To break this average advantage down into even simpler terms, this means that one school year is worth $39,397.25 (and there are only 185 days of actual attendance in one school year); a semester, $19,698.62. In simpler terms, this means that a six-week (thirty day) period has a dollar value of $6,566.20. A school week (five days) has a dollar value of $1,094.36, and a school day (six hours) is equal to $218.87; an hour of instruction is worth $36.47.

If you are an average person, you are probably beginning to get the picture, because average people like money and know that it takes money to have a good standard of living in these days and times. What, then, is the connection between high school and $157,000.00?

It is simple. High school is a training place for people who will be employed and will need to be making a living within the next few years. In other words, high school offers pre-employment training. Therefore, high school is a stepping stone into the business world and the world of work.

Actually, high school and the world of work have three important things in common, but let's say first that employers and businessmen need and employ people who are trained in the three following areas:

1. ATTENDANCE. Being on the job is necessary for earning money. Being absent from the job works a hardship on the employer (even if you are actually ill), and the employer knows he can and often does replace employees for being absent from work and for being tardy.

2. BEHAVIOR. You may be very bright or average and have the ability to be successful on the job. However, in spite of your abilities, your future success may be completely ruined by your behavior. What, then, is so important about behavior? Behavior includes politeness of speech. It involves your ability and willingness to follow instructions and rules. It includes your attitude of pleasantness (or unpleasantness). It is your actions (be they nice or otherwise). It also shows how the general public will approve of you as a person. (This is very important to every employer.) It involves your morals and even your habits of cleanliness, proper dress, and grooming. Most people lose jobs, not because they cannot do the work, but because they cannot get along (behave right)

*Statistics derived from U.S. Dept. of Labor News Bulletin for November 10, 1971.

with other people (fellow workers and boss). In other words, you may be on the job every day and be on time every day, but your behavior may ruin your ability to get or keep a job.

3. WORK. Employers hire people to work. They have certain things they expect from their workers. One of the primary things they expect is 100% accuracy and correctness (no mistakes). Of course, you say that no one is perfect, but a supermarket owner will not tolerate wrongly added sales lists, or problems created by giving incorrect change. A mistake in many adult jobs means an accident or a death. Another work quality expected is speed, that is, to do a job as quickly as possible without being inaccurate. Employers expect you to do your work neatly and to possess the basic knowledge necessary for doing a job. This includes: a basic ability to do mathematics, and to demonstrate use of the English language (to be able to talk and use reasonably good English, write legibly, spell words reasonably well, and be able to read and understand signs, instructions, manuals, and other materials). These are a part of work, and we must remember that your work will determine the kind of future we will have.

ATTENDANCE----------BEHAVIOR---------WORK

Yes, these three things are what employers are looking for. These are also three of the most important parts of your high school training. In fact, high schools are set up to prepare students to enter the world of work by placing rightful importance upon these three things.

As an employee would suffer being fired, loss of pay, being cut off, for failing or neglecting to pay attention to and to take caution in these three important areas, so does the student during his training period encounter and face disfavor in some form. More importantly, it is assumed that such actions and behavior do not change--even when he becomes an adult. It is for this reason that employers place such great emphasis upon school records. If you have a record of being a regular absentee, you will not be given preference when the employer selects someone for his job opening. Your grades may reflect laziness, a lack of effort, and an unwillingness to work. He does not want a shirker. Comments about your behavior may land you the job or may cause him to forget about you at the very first.

The point to remember is that Mister Average Person is the one who goes his 740 days and ends up making $157,000.00 more during his lifetime than Mister or Miss Below Average Person who incidentally, will receive less because: They are not professionals, they are not skilled, they are unskilled and have not learned the ABC'c of school and work. Not only will they earn $157,000.00 less during their lifetimes, but they will also--on the average--make lower than average wages, be unemployed more than the average person, have the hardest, unskilled jobs which the average person does not, and have a lower standard of living.

Would you rather have $157,000.00 and be above average or average, or can't you do average in $$$$$$$$$ and ¢¢¢¢¢¢¢¢ (sense)?

Source: Atkins, O.T. et al Orientation To The World Of Work. Lexington, Ky., The Curriculum Development Center for Kentucky, 151 Taylor Bldg., University of Kentucky, 1974.

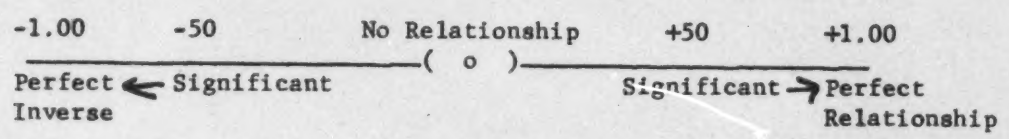
HANDOUT 19

Rank-order Correlation Exercise

To illustrate the statistical relationship between education and earnings the Rank-order correlation procedure can be used. The answer may suggest that a positive, negative or no relationship exists between the two variables. The formula to use is:

$$p = 1 - \frac{6\sum d^2}{n(n^2-1)}$$

Using this formula, the answer could range from -1.00 to +1.00. A perfect correlation of +1.00 might be as follows: the heavier a person, the more he can lift. There are always exceptions, but the correlation procedure helps to specify the degree of relationship. The coefficient will fall between +1.00 or -1.00.



Exercise

Use the rank-order correlation method to illustrate the relationship between money and education. A sample of 10 people was chosen at random and the correlation computed:

Subjects	Years Of Education	Rank of Education	Salary Per Year	Rank of Salary
Ken	10	1	32,000	2
Bill	19	2	42,000	1
Frank	16	3	16,000	4
Phil	16	4	9,000	6
Charles	14	5	17,000	3
Jim	12	6	11,000	5
Paul	12	7	6,000	10
Dave	11	8	7,500	9
Tony	9	9	7,600	8
Al	7	10	8,100	7

Now using the two Ranks:

Subjects	Rank of Education	Rank of Salary Per Year	Difference Between Ranks	Difference Squared (d^2)
Ken	1	2	1	1
Bill	2	1	1	1
Frank	3	4	1	1
Phil	4	6	2	4
Charles	5	3	2	4
Jim	6	5	1	1
Paul	7	10	3	9
Dave	8	9	1	1
Tony	9	8	1	1
Al	10	7	3	9
			Total	32

Using the following formula:

$$p=1 - \frac{6\Sigma d^2}{n(n^2-1)} =$$

$$1 - \frac{6 \text{ (times sum of Difference}^2\text{)}}{\text{number of people (number of people squared-1)}} =$$

$$1 - \frac{6(32)}{10\ (10^2 - 1)}$$

$$1 - \frac{6(32)}{10(99)}$$

$$1 - \frac{192}{990}$$

$$1 - .19 = +.81$$

This would indicate a strong relationship beween education and earnings.

HANDOUT 20

Suggested Topics For Which Classroom

Procedure Should Be Established

1. Use of audio-visual equipment and materials.
2. Regulation of lights, shades, windows, thermostat, and other features which affect the well-being and comfort of the whole class.
3. Movement within the classroom (sharpening pencils, procurement of materials, etc.).
4. Handling or moving of furniture.
5. Cleanliness.
6. Talking: when appropriate, loudness of.
7. Bothering others' belongings: teacher's, other students.
8. Bringing pencil, paper or whatever is needed.

OTHERS:

9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____

Source: Atkins O.T. et al. Orientation To The World Of Work. Lexington, Ky. The Curriculum Development Center for Kentucky, 15 Taylor Bldg., Univ. of Kentucky, 1974.

SUMMARY

The efforts involved in producing this Guide were stimulating in a very professional sense. It was professionally rewarding to examine the problem of value formation as it relates to our technological society and to develop materials that help educators in their efforts. The learning materials are designed to develop attitudes, skills and human values among junior high school aged youth. The practice of responsible citizenship requires more than passive participation in a problem oriented social studies course. Responsible citizenship requires that our youth begin to examine the values they are forming and how they are practicing them. The project directors would be interested in receiving comments from educators who utilize the materials.

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